

**THE EFFECT OF USING SNAPSHOT TECHNIQUE TOWARDS
READING COMPREHENSION AT THE SECOND YEAR
STUDENTS OF ISLAMIC SENIOR HIGH SCHOOL
TERANTANG KAMPAR REGENCY**



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PEKANBARU
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for Undergraduate Degree in English Education
(S.Pd.)



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ABSTRACT

Ristina (2013). The Effect of Using Snapshot Technique towards Reading Comprehension at the Second Year Students of Islamic Senior High School Terantang Kampar Regency”.

Based on the researcher's preliminary study, it was found that the students could not comprehend the meaning of the text in their text book at the school. The students still had problems in reading comprehension especially in narrative text. The problems were some of the students are not able to find out main idea of the text, some of the students are not able to find out specific information from the text, some of the students are not able to make the reference of the text, some of the students are not able to make the inference of the text, some of the students have lack of related vocabulary with the topic, some of the students are not able to find out the moral message of the text.

This research was conducted with objective: to find out students' reading comprehension before being taught by using snapshot technique at the second year of Islamic Senior High School Terantang Kampar regency, to find out students' reading comprehension after being taught by using snapshot technique at the second year of Islamic Senior High School Terantang Kampar regency, to find out whether there is any significant effect of using snapshot technique towards reading comprehension at the second year students of Islamic Senior High School Terantang Kampar regency.

This research was carried out at Islamic Senior High School Terantang Kampar regency. The subject of this research was the second year students of islamic senior high school Terantang regency and the object of this research was the effect of using snapshot technique towards reading comprehension. The design of this research was Pre-Experimental research. The population of this research was the second year students. The total of population was 20 students. The sample of this research was 20 students. To analyze the data, the researcher used manual to adopt independent sample t-test.

Finally, based on the analysis the data using manual, t_o was 9.33. The level of significant of 5% was 2.09 and 1% was 2.86. It could be read $2.09 < 9.33 > 2.86$. So, H_a (alternative hypothesis) is accepted and H_o (null hypothesis) is rejected. It means that there was significant effect of using Snapshot technique towards reading at the second year students of Islamic Senior High School Terantang Kampar Regency.

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The title of this thesis is The Effect of Using Snapshot Technique to Increase Reading Comprehension at the Second Year Students of Islamic Senior High School Terantang Kampar Regency.

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Finally, the writer really realizes that there are many weaknesses in the thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

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Pekanbaru, December 04, 2012

The Writer

RISTINA

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CHAPTER 1

INTRODUCTION

A. The Background of the Problem

Reading is one of the important language skills that should be mastered by the students. According to Hasibuan, “reading is an activity with a purpose. The purpose of the reading will be achieved not only when the reader comprehends the reading text well but also when the reader knows which skills and strategies are appropriate to the type of text, and understand how to apply them to accomplish the reading purpose”¹. Based on the quotation above, it is very clear that the students of Junior High school level are strongly expected to know the approach of reading skill to comprehend the reading text well.

Reading is one of the skills that students should master in learning English. Reading needs ability to understand the text. Many people can read, but not all can understand what they have read. There are some problems in understanding reading text. For example, they did not have knowledge to understand reading text, they did not have a good strategy to comprehend the text, they have lack of vocabularies, they did not pay attention when teacher taught the lesson and so forth. If they do not have ability, automatically they will not know what the text is about.

According to Judith Westphal Irwin, “comprehension is an active process to which each reader brings his or her individual attitudes, interests, expectations, skills,

¹Kalayo Hasibuan and Muhammad Fauzan A, *Teaching English as Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007),p. 114

and prior knowledge (reader context)”². So, reading comprehension is viewed as the process of using one’s own prior knowledge and comprehension is influenced by the individual reader’s characteristics, the text’s characteristics, and the situation-related factors: the situation organizer, the task, and the total setting. Studying English at school is not getting loose from the genre of the text, especially in teaching reading. Reading in English is also supplemented in this school. Therefore, reading is an important role in grasping knowledge and information needed by students especially for those who are studying English. As a result, Indonesia government provides English is the important subject.

Islamic Senior High School Terantang is one school using school based curriculum (KTSP) as the guide of learning process. It is located in Terantang, Kampar. Many subjects are taught in this school. English is also taught as a main subject. English has been taught twice with duration 45 minutes for one-hour-learning process. In teaching learning process, the students have been taught many vocabularies, grammar, and genre of English text in order to make them master reading skill as one of the important skills in English. Reading has been taught 180 minutes a week.

Studying English at school is not getting loose from the genre of the text, especially in teaching reading. The aim of teaching reading is to make the students able to read the English text and respond the meaning in monologue text or essay accurately, fluently, and contextually in the form of the text such as spoof, narrative,

²Judith Westphal Irwin, *Teaching Reading Comprehension Process*. (New Jersey. Prentice-Hall, Inc., English Cliffs, 1986), p. 7

and hortatory exposition.”³.The students are not only having understanding the structure of the texts but also comprehending the meaning of text implicitly KKM (passing score) for English subject in Islamic Senior High School Terantang is seventy five (65).According the syllabus 2011-2012 at the great eleven of one semester, they are required to understand narrative text. Based on the standard competition, the students can understand the meaning in simple short transactional and simple short essay with narrative text for interaction in daily life.

In Islamic Senior High School Terantang, the teacher used conventional technique. The teacher taught the students based on the text book, the teacher taught all materials in the book, in teaching reading process, the teacher gave a type of text from the book and read that whole text first, then, the teacher explained the purpose of the text and generic structure, and the next, the teacher asked the students to read the text one until two times individually. Finally, the students were asked to answer the question about the text. It aimed to see whether they understand with their reading or not. Based on the syllabus Islamic Senior High School Terantang. In this research, the researcher focuses on *narrative text*. The research is used to know the students' ability in reading comprehension in narrative text.

Based on the descriptive above, ideally students in Islamic Senior High School Terantang should be able to comprehend a narrative text well because the teacher has used a good technique in teaching reading. In fact, the teacher still found many students have problem in comprehending the text, especially in narrative text. It could be itemized into the following symptoms:

³Tim Penyusun, *Silabus MA Terantang*. Unpublished. 2012

1. Some of the students are not able to find out main idea of the text
2. Some of the students are not able to find out specific information from the text
3. Some of the students are not able to make the reference of the text
4. Some of the students are not able to make the inference of the text
5. Some of the students have lack of related vocabulary with the topic
6. Some of the students are not able to find out the moral message of the text

In reference to phenomena above, the writer assumes that the students of second year still need appropriate technique to increase their skill in reading.

There are many interesting snapshot techniques of comprehension to help students in improving their reading. One of them is using Snapshot technique. Snapshot technique is “a technique that helps students to visualize what an author is saying”⁴. This technique is so helpful for students to produce sentence.

The researcher is optimistic that snapshot is one solution that can be conducted in investigation of the problem. Finally, the writer is interested in carrying out a research entitled: “*The Effect of Using Snapshot Technique Towards Reading Comprehension at the Second Year Students of Islamic Senior High School Terantang Kampar Regency*”.

B. The Definition of the Term

⁴ Larry Lewin, *Paving the Way in Reading and Writing*, (New York: Jossey-Bass, 2003), p. 65

In order to avoid misunderstanding and misinterpretation about the topic of this research, it is necessary for writer to define the following terms, below:

1. Snapshot Technique

Snapshot technique is “a technique that helps students to visualize what an author is saying”. In this research, Snapshots is a technique to help students understand the information in reading text, especially to find main idea. The processes are reading the text, and then examining the important word. For each sentence written on a sheet of paper tells what the sentence is about. And then reread the words you wrote for each sentence in the paragraph. Decide which sentence contains the words you wrote that best describe the main idea of the paragraph. The last, write the main idea for each paragraph.

2. Reading Comprehension

Reading comprehension is understanding a text that is read, or the process of “constructing meaning” from a text.⁵ Theoretically, reading comprehension is a process of interaction between the reader with the text and the reader relates the ideas of the text to prior experiences and their knowledge. In other words, reading comprehension is a process by which the reader constructs the understanding of ideas of the text.

C. The Problem

1. Identification of the Problem

Based on the background and the phenomena above, it is clear that the second year students of Islamic Senior High School Terantang have many problems in

⁵http://wik.ed.uiuc.edu/index.php/Reading_comprehension. Retrived on July,2012

understanding the reading text although they have been taught by their teacher. So, to make it clear, the writer identifies the problem as follows:

- a. Some of the students are not able to find out main idea of the text
- b. Some of the students are not able to find out specific information from the text
- c. Some of the students are not able to make the reference of the text
- d. Some of the students are not able to make the inference of the text
- e. Some of the students have lack of relating vocabulary with the topic
- f. Some of the students are not able to find out the moral message of the text
- g. Is there any significant effect of using Snapshot Technique towards reading comprehension at the second year students of Islamic Senior High School Terantang Kampar Regency?

2. Limitation of the Problem

Based on the identifications of the problem above, there are some problems involved in this research. As mentioned before, Some of the students are not able to find out main idea and can not reference well. The problems could be caused from teacher's technique that was less effective. Therefore, the researcher limited the problem on teacher's technique used. The researcher tried one technique called the Snapshot Technique to help the student's reading comprehension.

3. Formulation of the Problem

Based on the background that the writer finds from this study, the writer states formulation of the problem as follows:

- a. How is the students' reading comprehension before being taught by using snapshots technique at the second year students of islamic senior high school Terantang?
- b. How is the students' reading comprehension after being taught by using snapshot technique at the second year students of islamic senior high school Terantang?
- c. Is there any significant difference of using snapshot technique towards reading comprehension at the second year students of islamic senior high school Terantang?

D. The Objective of the Research

- a. To find out students' reading comprehension before being taught by using snapshot technique at the second year of Islamic Senior High School Terantang Kampar regency.
- b. To find out students' reading comprehension after being taught by using snapshot technique at the second year of Islamic Senior High School Terantang Kampar regency.
- c. To find out whether there is any significant effect of using snapshot technique towards reading comprehension at the second year students of Islamic Senior High School Terantang Kampar regency.

E. The Significant of the Research

The finding of this research is hopefully expected to give valuable contribution as follows:

- a. To give some information to the teacher about the effect of using snapshot technique towards students' reading comprehension.

- b. To give some contributions to the students in order to improve students' reading comprehension.
- c. To encourage the researcher's knowledge about the topic conducted.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Reading Comprehension

There are four language skills: listening, speaking, reading and writing. As one of the important skill in learning English, there are a lot of definitions about reading. Some people think that reading is a skill which helps reader get information from what they read. According to Nunan, “reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension”¹. Besides that Nutall², reading is understood to interpret meaning sense. Reading is an interactive process that goes on between the reader and the text, a reader in reading term will use his knowledge, skill, and strategy to determine what the text is. It means, the reader tries to recognize the words he meets in print and finds the meaning of the written text. So, the reading brings a maximum of understanding to the author’s message.

Reading is a process of teaching meaning of a text. It is supported by Judi Moreillon³, reading is making meaning from print and from visual information. In

¹ David Nunan, *Practical English Language Teaching*, (New York: McGraw. Hill Company, 2003), p. 68

²Christine Nuttal, *Teaching Reading Skill in a Foreign Language*, (New York: McGraw Hill Book Company, 1982), p. 2

³Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (New York: Chicago: Library Association, 2007), p. 10

addition Caroline T. Line⁴, reading is a set of skills that involves making sense and deriving meaning from the printed word. Michael F. Graves et. al add that reading is process which the reader searches the meaning in what she read.⁵ Besides, we must be able to decode (sound out) the printed words and also comprehend what we read. They do not decode each letter or each word. Instead, they take in chunks of the text and relate it to what they know. It can be stated that reading is activities, students are required to have good interaction with the texts.

Successful choice of texts depends ultimately on experiences, judgment and certain amount of common sense. There are some points that may seem rather obvious about setting the texts like:

- a. Keep specification constantly in mind and try to select as representative a sample as possible. Do not repeatedly select texts of a particular kind simply because they are readily available.
- b. Choose texts of appropriate length. Expeditious reading tests may call for passages of up to 2.000 words or more. Detailed reading can be tested by using passage of just a few sentences.
- c. In order to obtain both content validity and acceptable reliability, include as many passage as possible in a test, thereby giving candidates a good number of fresh starts. Considerations of practicality will inevitably impose constraints on this, especially where scanning or skimming is to be tested.

⁴Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill Companies, Inc, 2005), p. 69

⁵Graves, Michael f, et al, *Teaching Reading in the 21st Century*, (Boston: A Person Education Company, 1998), p. 2

- d. In order to test search reading, look for passage which contains plenty of discrete pieces of information.
- e. For scanning, find texts which have specified elements that have to be scanning for.
- f. To test the ability to quickly establish the structure of a text, make sure that the text has a clearly recognizable structure.
- g. Choose the texts that will interest candidates but which will not overexcite or disturb them.
- h. Avoid text made up of information that may be part of candidate's general knowledge. It may be difficult not to write items to which correct responses are available to some candidates without reading the passage. On a reading test I encountered once.
- i. Assuming that it is only reading ability that is being tested, do not choose texts that are too culturally laden.
- j. Do not use texts that students have already read (or even close approximations to them).⁶

Because reading depends on students having suitable reading material, the activities have a variety of purposes for example increasing oral fluency, improving reading and writing skill, or learning new vocabulary.

Teaching Reading

Reading is a way to understand what the writer conveys to the reader. Reading is a centrally comprehension process.⁷ The important point in comprehending text is

⁶Arthur Hughes,*Testing for Language Teachers*, (Cambridge University Press, 2005).Pp . 142 -138

related to the goal, it means that the teacher must teach it. Therefore, the student will understand the text.

There are several instructional practices that the teacher can use to improve the reading comprehension of struggling reader. Reading comprehension is supported by integrating variety of instructional practices in teaching reading routines including reading strategies and skills. The aim of teaching reading is to develop the students' ability, so that they can read and understand the English text effectively and efficiently. According to Nunan in Misdaliza⁸, teaching reading has three activities, they are as follows:

1) Pre-reading activity

Pre-reading activity is the activity before reading process then, the aims of this are:

- (a). To introduce and arouse the interest of the students to the topic. In this case, the teacher introduces to the students about the topic which they will discuss in English class.
- (b). To motivate the students to give a reaction for the reading text. Teacher can ask the students some questions related to the topic.
- (c). To provide some language preparation for the text. In this term, teacher can show some language preparation, such as: the words, phrases, or sentences that can be used to lead the students' attention to the material.

⁷Grabe, William, *Reading in Second Language; Moving from Theory to Practice*, (New York: Cambridge University Press 2009) [*Electronic Book*], p. 15

⁸Misdaliza, *The Use of Picture Series in Teaching Reading At MAN Kampar Air Tiris*, Unpublished, 2005, Pp. 3-4

2) Whilst-reading activity

Whilst-reading comprehension is the core of the lesson. What is done is to develop students' reading skill by scanning and skimming. Skimming is reading rapidly to get general information, while scanning is reading rapidly to find special information. According to I. S. P. Nation⁹, skimming is that the reader reads or goes through a text quickly, not noting every word but trying to get the main idea of what the text is about. While scanning in a text, such as looking for a particular name or a particular number.

3) Post Reading activity

Post reading activity can be done in various activities related to the passage that has been read. An oral or written follow up activity, the students can be asked to describe a situation related to the passage or an incident similar to the passage.

In the process of teaching and learning English especially in reading subject, a good reading comprehension achievement of the students is one of the most crucial goals by the end of teaching and learning process.

According to Mark Sadoski¹⁰, there are two forms of teaching reading, such as:

1. Instruction

Instruction means to put a structure of knowledge in from without. The teacher has it, the learners do not, and the teacher builds it into them.

2. Education

⁹I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p. 70

¹⁰Mark Sadoski, *Conceptual Foundations of Teaching Reading*, (London: The Guildford Press, 2004), Pp. 79-80

When the teacher educates the students, the teacher draws the desired knowledge or skill out of them. Education, then, means to draw learning out from within. And the last, according to Nunan¹¹, teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. And second aspect of teaching reading refers to teaching learners who already have reading skills in their first language.

Reading comprehension is collaboration, background of knowledge of the reader's information from the text. It is supported by Barbara Carretti¹², reading comprehension is a complex cognitive ability requiring the capacity to integrate text information with the knowledge of the listener/reader resulting in the elaboration of a mental representation. Durkin and Dorothy¹³, reading comprehension has been called the essence of reading, essential not only to academic learning in all subject areas but to lifelong learning as well. According to Catherine Snow¹⁴, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language, she also mentioned that comprehension entails three elements, such as:

- a. The reader who is doing the comprehension.
- b. The text is to be comprehended.
- c. The activity in which comprehension is a part.

¹¹David Nunan, *Practical English Language Teaching*, (New York: Mc. Graw, Hill Company, 2003), p. 68

¹²Barbara Carretti, Rossana De Beni, *Components of Reading Comprehension and Scholastic Achievement*. (Italy: Department of General Psychology, University of Padova, 2006), p. 1

¹³Dorothy S. Strickland, Kathy Ganske, et al. *Supporting Struggling Readers and Writers*. (Monroe Portland, Maine: Stenhouse Publisher, 2006), p. 114

¹⁴Catherine Snow and Chair. *Reading for Understanding toward a Research and Development Program in Reading Comprehension*. (Santa Monica, CA: RAND Reading Study Group, 2002), p. 11

Mentioned by Kalayo and Fauzan that reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences to determine what the meaning is. Reader's knowledge, skills and strategies include:

a. Linguistic competence

Linguistic competence is the ability to organize the elements of the writing system; knowledge of the vocabulary; knowledge of how words are structured into sentences.

b. Discourse competence

Discourse competence is the knowledge of discourse markers and how they connect parts of the text to one another.

c. Sociolinguistic competence

Sociolinguistic competence is the knowledge about different types of texts and their usual structure and content.

d. Strategic competence

Strategic competence is the ability to use top-down strategies as well as knowledge of the language (a bottom-up strategy)¹⁵

Besides that Debra L. Cook Hirai¹⁶, comprehension refers to how struggling readers "make sense" of the written page in any content. In addition, Mark Sadoski¹⁷, comprehension is understanding something, getting its meaning. Furthermore,

¹⁵KalayoHasibuan and Muhammad Fauzan A, *Teaching English as Foreign Language (TEFL)*, (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p. 115

¹⁶Debra L. Cook Hirai, Irene Borego et al, *Academic Language/Literacy Strategies for Adolescents*, (New York: Routledge, 2010), p. 76

¹⁷Mark Sadoski. *Conceptual Foundations of Teaching Reading*. (London: The Guildford Press, 2004), p. 67

According to Nell K. Duke¹⁸, there are five components of teaching comprehension strategies as follows:

- a. An explicit description of the strategy and when and how it should be used.
- b. Teacher and/or student modeling of the strategy in action
- c. Collaborative use of the strategy in action.
- d. Guided practice using the strategy with gradual release of responsibility.
- e. Independent use of the strategy

When one reads something, he actively goes along to comprehend what the writer's intended message by predicting, evaluating, selecting significant details, organizing. Therefore, reading comprehension means understanding what has been read. It is an active process that depends not only on comprehension skill, but also on readers' experiences and prior knowledge. Judi Moreillon¹⁹, background knowledge is always behind us backing up our comprehension.

From the ideas above, it can be concluded that reading comprehension is an interactive process involving the reader, the text, and the context in which reading accords.

The Narrative Text

Narrative text is a kind of text to retell the story in past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story. It is important to know that the social function of the narrative text is to inform and entertain. Narrative text will tell the story with amusing way. It provides an esthetic

¹⁸Nell K. Duke, *Strategies for Building Comprehension of Informational Text*, (New York, Michigan State University, 2004), p. 23

¹⁹Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (New York: Chicago: Library Association, 2007), p. 19

literary experience to the reader. Narrative text is written based on life experience. In literary term, experience is what we do, feel, hear, read, even what we dream.

Narrative text is organized to focus on character oriented. It is built by using descriptive familiar language and dialogue. There are some genres of literary text which fit to be classified as the narrative text.

Purpose	<div>(1). To amuse or to entertain</div> <div>(2). To deal with actual vicarious experiences in different ways</div> <div>(3).Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution</div>
Language features	<div>(1) Focus on specific and individualized participants</div> <div>(2) Use of material process (action verbs)</div> <div>(3) Use some behavioral and verbal processes</div> <div>(4) Use of relational process and mental process</div> <div>(5) Use of past tense</div> <div>(6) Use of temporal conjunctions and temporal circumstances</div>

Types in this unit	(1) Pourquoi (WHY) tales (2) Historical story (3) Horror story (4) Mystery story ²⁰
Generic structure	(1) Orientation: sets the scene and introduces the participants (2) Evaluation: a stepping back to evaluate the plight (3) Complication: a crisis arises (4) Resolution: the crisis is resolved, for better or for worse (5) Re-orientation: optional ²¹

Measurement of Reading Comprehension of Narrative Text

Measurement is the process of converting observations into quantities through theory. Measurement as a “process” implies an “act of ascertainment of finding out”.Based on the standart competence of graduation, the indicators of reading comprehension of narrative text consist of some indicators.

In this research, based on the theories on reading comprehension skills and the standard competence of graduation, the writer formulates some indicators to measure students reading comprehension of narrative text as follows.

²⁰Sudawarti, *Look Ahead An English Course for Senior High School Students Year XI*, (Jakarta: PTGeloraAksaraPratama, 2005), p 72

²¹Soeprapto and Mariana Darwis, *The World 3 English for Senior High School Grade XII*. (Jakarta: Yudhistira, 2006), p. 76

- a. Students are able to find out main idea of the text
- b. Students are able to identify meaning of word of the text
- c. The students are able to make reference of the text
- d. The students are able to find out the event of the text²²

In conclusion, reading comprehension means the basic of person activity involves in skill, knowledge, and understanding of words, relationship among words and concept, and organizing the ideas.

2. Snapshot Technique

Snapshot is “a technique that helps students to visualize what an author is saying”.²³ It means that, snapshot is a technique used to improve visualization skills. It is added by Larry Lewis that, this snapshot activity is helpful to struggling readers because it trains them to apply the important reading comprehension strategy of visualization. It helps them to “develop” images that support comprehension. Beyond helpful, it is an engaging way to have them practice visualizing, because everyone enjoys using sticky notes. It can be stated that, the key to the success of the snapshot technique program is to build confidence, not to pressure the students. It is very important to encourage them. If students have read a lot the same books which they read in their class, they can share the joy of having books in common.

Theoretically, Linda Hoyt²⁴, visualizes during reading. In addition, snapshot is essential for making the most of even the shortest moments of your day. It will help teachers broaden your students’ vision, so they can see the many functions of literacy and apply them in real and meaningful ways.

²²Standar Kompetensi Lulusan

²³Larry Lewin, *Paving the Way in Reading and Writing*, (New York: Jossey-Bass, 2003) p.

²⁴Linda Hoyt, *Snapshots Literacy Minilessons Up Close*, (Heinemann: 2012), Pp. 1-2

According to Eileen M. Bowers²⁵, there are three benefit of snapshot technique:

- a. Providing students with valuable information at a glance
- b. Allowing the students an opportunity to comprehend the material
- c. Giving the team information needed to make this reliable decision

A snapshot creates a picture in the reader's mind. To write a word snapshot, zoom in and study the scene you want to recreate closely. Slow down your sense. Really observe the world you are trying to recreate.²⁶ Eventually, this is the paragraph that resulted.

“She was sitting by the fire with her head down, looking at the dog. As she was looking, she was petting the sleeping dog with a brown and shiny coat. She was being warmed by the fire in the olive and black stove. She was sitting Indian style with her other hand on her lap holding a cigarette. She seemed to be thinking hard about something, something important to her. Maybe her children, maybe her dog. No one knows what.

Example: “Jerry Spinelli makes a dilapidated house come alive in *Maniac Magee*.”

“Maniac had seen some amazing things in his lifetime, but nothing as amazing as that house. From the smell of it, he knew this wasn't the first time an animal had relieved itself on the rugless floor. In fact, in another corner he spotted a form of relief that could not be soaked up by newspapers. Cans and bottles lay all over, along with crusts, peelings, cores, scraps, rinds, wrappers—everything

²⁵ Eileen M. Bowers, *Practical Strategies for Middle School Inclusion*, (New York: An Attainment Company Publication, 2004), Pp. 80-81

²⁶ <http://www.ashland-city.k12.oh.us/staff/jurawson/PDFs/snapshots.pdf>

you would normally find in a garbage can. And everywhere were raisins. As he walked through the dining room, something—an old tennis ball—hit him on top of the head and bounced away. He looked up—into the laughing faces of Russell and Piper. The hole in the ceiling was so big they both could have jumped through it at once. He ran a hand along one wall. The peeling paint came off like cornflakes. Nothing could be worse than the living and dining rooms, yet the kitchen was. A jar of peanut butter had crashed to the floor; someone had gotten a running start, jumped over it, and skied a brown, one-footed track to the stove. On the table were what appeared to be the remains of an autopsy performed upon a large bird, possibly a crow. The refrigerator contained two food groups: mustard and beer. The raisins here were even more abundant. He spotted several of them moving. They weren't raisins; they were roaches."

The Procedures of Snapshot Technique

When the teacher will apply the snapshot technique in the class, the teacher can use general procedures as follows:²⁷

- a. The teacher gives students one short story text. example:
Malin Kundang
- b. The teacher gives each of the students a set of three small sticky.
 - a) Sticky pink
 - b) Sticky blue
 - c) Sticky green

²⁷Larry Lewin, *Paving the Way in Reading and Writing*, (New York: Jossey-Bass, 2003), p. 65

- c. The teacher asks the students to read the text
- d. The teacher tells them to visualize while reading text a MalinKundang's story by using sketch, illustration, or drawing in sticky pink.
- e. The teacher tells them to make a summary of the story in sticky blue.
- f. The teacher tells them to make a question that emerge during reading MalinKundang's story in sticky green.
- g. The teacher asks the students to discuss.

Snapshot technique was developed by Short and Harste with Burke. Snapshot is a small group drawing activity. After reading the same story²⁸.

The Snapshot technique is a nonverbal response strategy that supports visual imagination of the text. This activity encourages creativity and interpretation of the reading. The grade level adaptability for Snapshot technique is from 3 until 12.

Steps in the process:

- a. Activate background knowledge of the students
- b. Tell the students that the purpose for reading the material will be to understand and visualize the related to important information, events, or scenes from the reading
- c. Ask the students to read the text

²⁸Camille Blachowicz, and Donna Ogle, *Reading Comprehension Strategies for Independent Learners*. New York London: The Guildford Press, 2008, Pp. 151

- d. After the students finish reading the text, instruct them to draw or make a quick snapshot of the information. Drawing can include scene, the main idea, or other pertinent information
- e. When the students have completed their snapshot, give them the opportunity to interpret each drawing. This can be done in writing, using sticky notes, or verbally, during whole-class or small-group discussion
- f. After the students have provided interpretations, ask the illustrator to explain the drawing to the whole class²⁹.

Using Snapshot Technique towards Students' Reading Comprehension in Narrative Text

Reading comprehension is a process which the reader constructs or assigns meaning by interacting with the text. The students should have comprehension to get the information from the narrative text.

Snapshot is an instructional technique developed by Harste, Short, & Burke. Students draw quick snapshot their thinking and understanding of concepts. Language users relate the texts they encounter to their backgrounds of experience. Moving to another communication system, such as art, can lead the learner to generate new insights and meanings. They may discover something new about their feelings about the text, its overall structure, the interrelationships among characters or ideas, etc. And, since language users are engaged in a semantic transaction when they read, it is likely that the snapshot generated will vary across readers, often representing the visual image constructed while reading. This variation is likely to be greater when texts are open to a number of different interpretations, a phenomenon perhaps more

²⁹ Judy Tilton-Brunner. *I Don't Get It! Helping students Understand What They Read*. Lanham, New York, Toronto: Plymouth, UK. Rowman & Littlefield Publishers, Inc. 2011, Pp. 86-87

common in narrative than expository materials³⁰. This technique can help the students' reading comprehension especially in narrative text.

B. The Relevant Research

According to Syafi'i, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research³¹. Besides, we have to analyze what the point is focused on informed, designed, found and concluded in the previous research:

1. The research from Nanda Wahyuni

The research conducted by Nanda Wahyuni was entitled "The Effect of Using Sketch to Stretch Strategy towards Reading Comprehension in Narrative Text of the Second Year Students at MAN 2 MODEL Pekanbaru". It is experimental research. In this research, he found that the teacher had a difficulty in teaching reading comprehension.

2. A research from Odessa Lee Wood, entitled "An Evaluation of The Effectiveness of The Reading Strategy Snapshot on The 9th Grade Reading Texas Assessment of Knowledge and Skills Test". She conducted this study in an urban, Texas. The study was a quasi experimental design and used non-equivalent comparison group using pre and post-test. She administered pre-test for eighth grade and post-

³⁰Department of Instructional Services. *Reading Strategies For The Content Areas* . August 2, 2007. Pp. 78

³¹ M. Syafi'i, S. *From Paragraph to a Research Report: A Writing of English for Academic Purposes*, (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive/LBSI, 2007). p. 122

test for ninth grade. For the result, she took from a standardized reading test resulting in a passing score. She found that the score on the ninth grade 82,75. And she concluded that there was effectiveness of the reading strategy sketch to stretch using Texas Assessment of Knowledge and Skills Test (TAKS).

Based on the research above, it can be concluded that the strategy can increase reading comprehension of students. In this research, towards reading comprehension of student, writer utilizes technique's snapshot.

C. The Operational Concept

The operational concept is the concept to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation toward the research. There are two variables used in the research, they are variable X and variable Y. Snapshot technique is as variable X that gives the effect on students' reading comprehension as variable Y. The indicators that will be compared are about the students' reading comprehension before and after being taught by Snapshot technique. The indicators are as follows:

Variable X: The Snapshot technique

1. The teacher gives the students one short story.
2. The teacher gives a set of three small sticky.
3. The teacher asked the students to read a text.
4. The teacher tells the students to visualize.
5. The asked the students to make a summary of the story.
6. The teacher asked the students to make a question.
7. The teacher asked the students to discuss to gatter.

Variable Y: Reading Comprehension

1. Students are able to find out main idea of the text
2. Students are able to indentify meaning of word of the text
3. The students are able to make reference of the text
4. The students are able to find out the event of the text

D. The Assumption and Hypotheses

1. Assumption

This research, the writer assumes thatthe better using snapshot technique, the better student's reading comprehension will be.

2. Hypothesis

The hypothesis in this research is:

Ha : There is significant effect of using snapshot technique towards reading comprehension at the second year students of Islamic Senior High School Terantang Kampar regency.

Ho : There is no significant effect of using snapshot technique towards reading comprehension at the second year students of Islamic Senior High School Terantang Kampar regency.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

This study was pre-experimental research. This was a pre-experimental research with the static group comparison study. It had two variables, snapshot technique was as independent variable and student's reading comprehension was as dependent variable.

In this research, the writer used one class as sample, namely: experimental group. For experimental group, the students were treated by using snapshot technique. Before giving the treatment, the writer took pre-test in order to measure student's reading comprehension in narrative text (Y_1). Then, the writer taught the students by using snapshot technique in eight meetings (T). After that, the students were given post-test to measure student's reading comprehension in narrative text after being taught by using snapshot technique (Y_2). Then the writer compared Y_1 and Y_2 to know whether there was significant difference on student's reading comprehension between before and after teaching the students by using snapshot technique.

Table III.1
Research Design

Pre-test	Treatment	Post-test
Y_1	T	Y_2

B. The Location and Time of the Research

The research was conducted at the second year students of Islamic Senior High School Terentang Kampar regency. This research was conducted on July – August 2012.

C. The Subject of the Research

The subject of this research was the second year students at Islamic Senior High School Terentang Kampar regency.

D. The Object of the Research

The object of this research was the effect of using Snapshot Technique in student's reading comprehension.

E. The Population and the Sample of the Research

The population of this research was social classes (IPS) of the second year students of Islamic Senior High School Terentang Kampar regency in 2011-2012. It was only one class. The number of social classes (IPS) of these second year students at Islamic Senior High School Terentang Kampar regency was 20 students.

Table III. 2

Population of the Research

NO	CLASS	TOTAL
1	XI Social Classes(IPS)	20

Here, the writer did not take a sample. The reason why resercher takesocial classes (IPS) was because the students’ ability in reading comprehension was homogenous.

F. The Research Procedures

1) Pre-test

The pre-test was carried out to determine the ability of students selected as the sample. Items used for pre-test consisted of 20 items. The test was about reading comprehension which was appropriate with their in-use curriculum. The test consisted of five passages with four questions for each.

2) Treatment

The treatment was conducted for experimental group only. The treatment was using snapshot technique in teaching reading comprehension. The length of time to apply the approach was about eight meetings.

3) Post-test

After nine meeting (including pre-test), the post-test was administrated.

Results of the post-test for experimental group was analyzed and used as final data for control research.

G. The Technique of Collection Data

In collecting the data, the writer used test, the test was distributed to measure the student's reading comprehension in narrative text. The tests were given to students of control class and experimental class. The test was divided into two tests. They were pre-test given before treatment, and post-test was given after doing the treatment. The type of the test was multiple choice tests that consisted of 20 items. Every multiple choice item consisted of four answer options.

Tabla III. 3
Blue print of Pre-Test

Indicator	Items
1. Main idea in reading text	1, 7, 12, 16, 17
2. Identifying meaning of word	3, 6, 11, 14, 18
3. Finding the word of references	2, 5, 10, 15, 19
4. Finding the word of event	4, 8, 9, 13, 20

Based on the table III. 3 the proportion indicators of reading text are main idea in reading text, that can be found in item number 1, 7, 12, 16, 17 identifying meaning of word, we can be seen in item number 3, 6, 11, 14, 18, finding the word of references, can be seen in item number 2, 5, 10, 15, 19, finding the word of event, can be seen in item number 4, 8, 9, 13, 20.

Tabla III. 4
Blue print of Post-Test

Indicator	Items
5. Main idea in reading text	1, 6, 9, 13, 17
6. Identifying meaning of word	3, 8, 10, 16, 20
7. Finding the word of references	2, 5, 11, 15, 18
8. Finding the word of event	4, 7, 12, 14, 19

Based on the table III. 4 the proportion indicators of reading text are main idea in reading text, that can be found in item number 1, 6, 9, 13, 17 identifying meaning of word, we can be seen in item number 3, 8, 10, 16, 20, finding the word of references, can be seen in item number 2, 5, 11, 15, 18, finding the word of event, can be seen in item number 4, 7, 12, 14, 19.

H. The Validity and Reliability of the Test

1. The Validity of the Test

Every test, whether it is short, informal classroom test or a public examination should be as valid as the test constructor can make it. The test must aim at providing a true measure of the particular skill in which it is intended to measure.

Heaton states that the validity of a test refers to appropriateness of a given test or any of its component parts as measure of what it is purposed to measure. It means the test will be valid to the extent that is measured what it is supposed to measure. There are three kinds of validity that consist of content validity, construct validity and empirical validity¹.

In order to obtain the data about the comparison between students’ reading comprehension whowere taught by using snapshot technique and Conventional strategy on reading comprehension, the writer acquired to show each score. It was used pertaining to the most important characteristic of an item to be accurately determined by its difficulty. Then,

¹J.B Heaton, *Writing English Language Test*, (New York: Longman Class UK Limited, 1988), p. 159

the test given to students was considered too difficult or too easy, often showing the low reliability. Item difficulty was determined as the proportion of correct responses. This was held pertinent to the index difficulty, in which it was generally expressed as the percentage of the students who answered the questions correctly.

Before the test items would be used to get the data, all of them were tried out. This try out was intended to know the facility value of the test. The facility value itself used to find out the level of difficulty the standard facility value was ≥ 0.30 and ≤ 0.70 ². The item that could not fulfill the standard value was replaced. The facility value under 0.30 was considered difficult and above 0.70 considered easy. In order to measure whether the items are easy or difficult, the formula is as follows:

$$FV = \frac{R}{N}$$

Where:

FV : index of difficulty of facility value

R : the number of correct answer

N : the number of examinees or students taking the test

2. The Reliability of the Test

According to Douglas Brown³ reliability has to do with accuracy of measurement. This kind of accuracy is reflected in the obtaining of similar results when measurement is repeated on different occasions or with different instruments or

² J.B Heaton, *Writing English Language Test*, (New York: Longman Class UK Limited, 1988), p. 159

³ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York : Pearson Education Inc, 2003). Pp. 19-27

by different persons. The characteristic of reliability is sometimes termed consistently. Meaning that, we can say the test is reliable when an examinee's results are consistent on repeated measurement. To obtain the reliability of the test, it must be known the mean and standard deviation of test.

I. The Technique of Data Analysis

In analyzing data, the writer used score of pre-test and post-test of the students. According to Hartono; the formula is as follows:⁴

Test “t” (N < 30)

$$T_o = \frac{\frac{\sum D}{N}}{\frac{SD_D}{\sqrt{N-1}}}$$

To = Test observation

D = Test table

N= Number of the students

SD = Standard deviation

Statistically hypothesis :

Ha : $t_o > t$ table

Ho : $t_o < t$ table

Criteria of hypothesis :

1. Ha is accepted if $t_o > t$ table. It can be said that there is significant effect towards reading comprehension at the second year students of Islamic Senior High School Terantang Kampar regency.

⁴Hartono, *Statistik untuk Pendidikan*, (Pekanbaru: Pustaka Pelajar, 2004). p. 181

2. H_0 is accepted if $t_o < t_{table}$. It can be said that there is no significant effect towards reading comprehension at the second year students of Islamic Senior High School Terantang Kampar regency.

CHAPTER IV

THE PRESENTATION OF THE DATA ANALYSIS

A. Data Description

This research has purpose to obtain the student’s reading comprehension taught by using Snapshot Technique and student’s reading comprehension taught without by using Snapshot Technique and then to find the significant effect of using Snapshot Techniquetowards reading comprehension of the second year students.

B. The Data Presentation

APPENDIX 1

1. Pre-Test Scores of Reading Comprehension
Table IV. 1

No	Students	Scores
1	Student 1	60
2	Student 2	65
3	Student 3	60
4	Student 4	65
5	Student 5	70
6	Student 6	65
7	Student 7	60
8	Student 8	65
9	Student 9	70
10	Student 10	65
11	Student 11	70
12	Student 12	65
13	Student 13	70
14	Student 14	60
15	Student 15	65
16	Student 16	65
17	Student 17	65
18	Student 18	75
19	Student 19	65
20	Student 20	65
Total		1310
Mean		65.50

As can be seen from the table above, there were 20 students as sample in the pre-test. The researcher had gathered the data in from of score. The score were

interpreted as the student’s reading comprehension achievement before giving treatment (pre-test) and student’s reading comprehension achievement after giving treatment (post-test). The treatment was teaching reading by using comprehension question-based approach.

After giving treatments for eight meetings, the researcher analyzed the data by calculating the average scores before and after giving treatments. The result of pre-test and post-test were compared to know the extent of students’ achievement on reading comprehension after being taught by using comprehension question-based approach.

APPENDIX 2

2. Post – Test Scores of Reading Comprehension

Table IV.2

No	Students	Scores
1	Student 1	80
2	Student 2	65
3	Student 3	70
4	Student 4	75
5	Student 5	85
6	Student 6	75
7	Student 7	70
8	Student 8	85
9	Student 9	90
10	Student 10	75
11	Student 11	85
12	Student 12	75
13	Student 13	80
14	Student 14	70
15	Student 15	85
16	Student 16	85
17	Student 17	65
18	Student 18	90
19	Student 19	85
20	Student 20	85
Total		1575
Mean		78.75

As presented in table IV.2, the number of sample in experimental class was the same as control class. The researcher gathered the data form score of pre-test and post-test. As mentioned before, the treatments had been given to the experimental class wastaught by using Snapshot Technique.

After knowing the extent of students’ achievement on reading comprehension, the students were taught by using comprehension question-based approach, next the researcher tried to know the extent that Snapshot Technique toward reading comprehension. To do it, the researcher analyzed the data by calculating the average scores before and after giving treatments. Then the researcher showed the result in from of percentage. The following was the result of students’ reading comprehension achievement in experimental class. What could be inferred related to the improvement of both control and experimental classes that was the extent of students’ achievement on reading comprehension in control class.

Then, in order to see significant effect of using Snapshot Technique towards reading comprehension of the second year at islamic senior high school Terantang, the researcher needed to test the hypothesis.

APPENDIX 3

1. Pre – Test and Post – Test Scores of Reading Comprehension

Table IV.3

No	Students	Pre - test	Post - test
1	Student 1	60	80
2	Student 2	65	65
3	Student 3	60	70

4	Student 4	65	75
5	Student 5	70	85
6	Student 6	65	75
7	Student 7	60	70
8	Student 8	65	85
9	Student 9	70	90
10	Student 10	65	75
11	Student 11	70	85
12	Student 12	65	75
13	Student 13	70	80
14	Student 14	60	70
15	Student 15	65	85
16	Student 16	65	85
17	Student 17	65	65
18	Student 18	75	90
19	Student 19	65	85
20	Student 20	65	85
Total		1310	1575
Mean		65.50	78.75

C. Data Analysis

1. The Students’ Reading Comprehension before being Taught by Using Snapshots Technique

To find out the students’ reading comprehensiontaught by using Snapshot technique, the researcher took the data from pre-test score. The pre-test score can be seen in table:

Table IV.4

No	Students	Scores
1	Student 1	60
2	Student 2	65
3	Student 3	60
4	Student 4	65
5	Student 5	70
6	Student 6	65
7	Student 7	60
8	Student 8	65
9	Student 9	70
10	Student 10	65
11	Student 11	70
12	Student 12	65
13	Student 13	70
14	Student 14	60
15	Student 15	65
16	Student 16	65
17	Student 17	65
18	Student 18	75
19	Student 19	65
20	Student 20	65
Total		1310
Mean		65.50

From the table above, itcan be seen the mean of pre-test is 65.50. The writer classified the mean into the classification table of the students’ reading comprehension, and the table is:

Table IV.5
The Classification of Students’ Score¹

Score	Categories
80-100	Very good
66-79	Good
56-65	Enough

¹SuharsimiArikunto, *Dasar-dasarEvaluasiPendidikan*, (Jakarta: BumiAksara, 2009). p. 245

40-55	Less
30-39	Fail

Based on the table above, the students’ reading comprehension in before being taught by using snapshot technique was categorized into **Enough** level.

2. The Students’ Reading Comprehension after being Taught by Using Snapshots Technique

To find out the students’ reading comprehensiontaught by using Snapshot technique, the researcher took the data from post-test score. The post-test score can be seen in table:

Table IV.6

No	Students	Scores
1	Student 1	80
2	Student 2	65
3	Student 3	70
4	Student 4	75
5	Student 5	85
6	Student 6	75
7	Student 7	70
8	Student 8	85
9	Student 9	90
10	Student 10	75
11	Student 11	85
12	Student 12	75

13	Student 13	80
14	Student 14	70
15	Student 15	85
16	Student 16	85
17	Student 17	65
18	Student 18	90
19	Student 19	85
20	Student 20	85
Total		1575
Mean		78.75

From the table above, it can be seen the mean of post-test is 78.75. The writer classified the mean into the classification table of the students’ reading comprehension, and the table is:

Table IV.7
The Classification of Students’ Score²

Score	Categories
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

Based on the table above, the students’ reading comprehension in before being taught by using snapshot technique was categorized into **Good** level.

²SuharsimiArikunto, *Dasar-dasarEvaluasiPendidikan*, (Jakarta: BumiAksara, 2009).
p. 245

3. The significant effect of using snapshot technique towards reading comprehension at the second year students of Islamic senior high school Terantang

In this part, the researcher showed the pre-test and post-test. The data were taken from 20 students. The data can be seen in table IV.8:

Table IV.8

No	Students	Pre - test	Post - test	D	D ²
1	Student 1	60	80	20	400
2	Student 2	65	65	0	0
3	Student 3	60	70	10	100
4	Student 4	65	75	10	100
5	Student 5	70	85	15	225
6	Student 6	65	75	10	100
7	Student 7	60	70	10	100
8	Student 8	65	85	20	400
9	Student 9	70	90	20	400
10	Student 10	65	75	10	100
11	Student 11	70	85	15	225
12	Student 12	65	75	10	100
13	Student 13	70	80	10	100
14	Student 14	60	70	10	100
15	Student 15	65	85	20	400
16	Student 16	65	85	20	400

17	Student 17	65	65	0	0
18	Student 18	75	90	15	225
19	Student 19	65	85	20	400
20	Student 20	65	85	20	400
	N = 20	1310	1575	D = 265	D ² = 4275

$$\begin{aligned}
 SD_D &= \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{N}} \\
 &= \sqrt{\frac{4275}{20} - \frac{265^2}{20}} \\
 &= \sqrt{213.75 - 175.56} \\
 &= \sqrt{38.19}
 \end{aligned}$$

$$SD_D = 6.18$$

Accounting t₀ with formula:

$$\begin{aligned}
 t_0 &= \frac{\frac{\sum D}{N}}{\frac{SD_D}{\sqrt{N-1}}} \\
 &= \frac{\frac{265}{20}}{\frac{6.18}{\sqrt{20-1}}} \\
 &= \frac{13.25}{\frac{6.18}{\sqrt{19}}} \\
 &= \frac{13.25}{\frac{6.18}{4.36}} = \frac{13.25}{1.42}
 \end{aligned}$$

$$t_o=9.33$$

From the data analysis result above, the researcher could make interpretation to the null hypothesis. To see the significant students' reading comprehension achievement for students who were taught by Snapshot Technique at the second year students of Islamic Senior High School Terantang. The writer could interpret by comparing the t_o with t_t which $df(N-1)$ is 19. It was found in the t-table $5\% = 2.09$ and $1\% = 2.86$, so the researcher could know that t_o was bigger than t_t ; is that

$$2.09 < 9.33 > 2.86$$

Because t_o was bigger than t_t , absolutely null hypothesis (H_o) is rejected.

So, the researches concluded that:

1. The students' reading comprehension before being taught by using snapshot technique categorized into was enough. The mean was 65.50.
2. The students' reading comprehension after being taught by using snapshot technique categorized into was good. The mean was 78.78.
3. So, The significant effect of using snapshot technique towards reading comprehension at the second year students of Islamic senior high school Terantang

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the explanation in the chapter IV, finally the research about the effect of using snapshot technique towards reading comprehension at the second year students of islamic senior high school Terantang Kampar regency comes to the conclusions as follows:

1. Average score of student's reading comprehension in learning English before being taught by using conventional technique is 65.50 and the clasification of score was enough.
2. Average score of student's reading comprehension in learning English after being taught by using Snapshot Technique is 78.75 and the clasification of score was good.
3. The second hypothesis is accepted because in T-Table at the 5% grade of significance refers to 2.09. While in the level of significance 1% is 2.86. So it can be analyzed that t_o is higher than T-Table in either at 5% or 1%. It can be read that $(2.09 < 9.33 > 2.86)$. it means that there is significant effect of using snapshot technique towards reading comprehension at the second year students of Islamic Senior High School Terantang Kampar Regency.

B. Suggestion

Teaching reading by using snapshot technique is towards reading comprehension achievement. Based on the finding, the researcher proposes some suggestion. They are :

1. It is suggestion for English teachers to teach reading by using Snapshot Technique in order to improve students' reading comprehension.
2. The students' time to read English text at school is not enough, it is a good idea for the teachers to ask the students to practice reading comprehension technique that they have learned in Snapshot Technique. It is suggested to the following researchers to explore other factors that can effect better improvement on reading comprehension.

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